

**STUDENTS' ABILITY IN LISTENING MINIMAL  
PAIRS AT THE SECOND GRADE OF STATE  
ISLAMIC SENIOR HIGH SCHOOL 1 MARABAHAN  
ACADEMIC YEAR 2011/2012**



**By**

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BANJARMASIN  
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**STUDENTS' ABILITY OF LISTENING MINIMAL  
PAIRS AT THE SECOND GRADE OF STATE  
ISLAMIC SENIOR HIGH SCHOOL 2 MARABAHAN  
ACADEMIC YEAR 2011/2012**

**Thesis**  
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**In *Tarbiyah***

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Banjarmasin, 28 Desember 2011

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at the Second Grade Senior High School 2  
Marabahan Academic Year 2011/2012

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## DEDICATION

THIS THESIS IS DEDICATED TO:

*My beloved parents, “(Rafi’e Nuriyadie and Hj. Halimatus sa’diyah)” always pray and give me the best thing in my life and bring happiness all the time and always wish for my success in all conditions and guide me from childhood up to this present time.*

*My beloved little sister “Umie”, who always be my spirit and my inspiration and support*

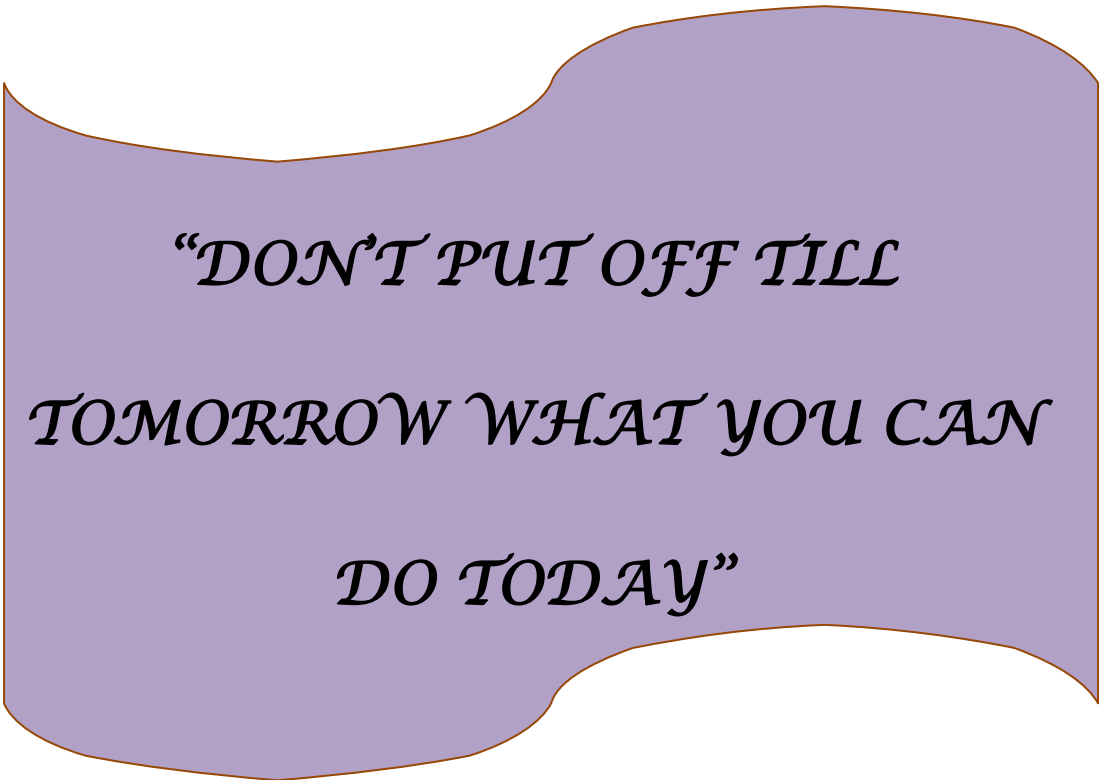
*My lovely teachers and lecturers, who have patiently told me, showed me and inspired me to get through my destiny!!!*

*Someone over there; who always give me inspiration and suggestions to do the best in my life especially to finish my thesis*

*All of my families, my relatives, my friends especially at FBI A '07 and all that could not be said here. Thanks for everything and I thank my God upon every remembrance of you all.*

*I love you all.....*

## MOTTO



*“DON’T PUT OFF TILL  
TOMORROW WHAT YOU CAN  
DO TODAY”*



## ABSTRACT

**Rahimah**, 2012, *Students' Ability of Listening Minimal Pairs at the Second Grade of State Islamic Senior High School 2 Marabahan Academic Year 2011/2012*, Thesis, English Department, Tarbiyah Faculty, Advisor : (1) Dra. Hj. Wardah Hayati, MA, (2) Rusnadi, S. Pd. I, M. Pd. I

This research describes students' ability on minimal pairs focus on listening. The problem that should be answered in this research is: how is students' ability of listening minimal pairs at the second grade of state Islamic Senior High School 2 Marabahan academic year 2011/2012.

Based on the statement of problem formulation above, this research is supposed to know the students' ability of listening minimal pairs at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012.

The subjects of the research are all students on the second grade at state Islamic senior high school 2 Marabahan academic years 2011/2012. The number of subjects is amounted 66 students, object of the research is the students' ability on minimal pairs.

The data is collected by using techniques such as test, documentary, and interview and it is processed through editing, coding, tabulating, scoring and interpreting, then the data is analyzed descriptively and quantitatively and conclude by inductive method.

The result of the research shows that the level of students' ability of listening minimal pairs at the second grade of State Islamic Senior High School 2 Marabahan academic years 2011/2012 is in low category; with the mean score is 57.48.

## ABSTRAK

**Rahimah**, 2011, *Students' Ability of Listening Minimal Pairs at the Second Grade of State Islamic Senior High School 2 Marabahan Academic Year 2011/2012*, Thesis, English Department, Tarbiyah Faculty, Advisor : (1) Dra. Hj. Wardah Hayati, MA, (2) Rusnadi, S. Pd. I, M. Pd. I

Penelitian ini menggambarkan kemampuan para siswa pada minimal pairs dalam listening. Masalah yang harus dijawab dalam penelitian ini adalah: bagaimana kemampuan siswa pada listening minimal pairs di kelas 2 Madrasah Aliyah Negeri 2 Marabahan tahun ajaran 2011/2012.

Berdasarkan rumusan masalah di atas, penelitian ini diharapkan untuk mengetahui tingkat kemampuan siswa dalam listening minimal pairs di kelas 2 Madrasah Aliyah Negeri 2 Marabahan tahun ajaran 2011/2012.

Subjek dalam penelitian ini adalah seluruh siswa kelas dua MAN 2 MARABAHAN tahun ajaran 2011/2012 yang berjumlah 66 orang, objek penelitian ini adalah kemampuan siswa dalam listening minimal pairs.

Teknik pengumpulan data yang digunakan adalah: tes, dokumentasi, dan wawancara. Untuk memproses data dalam penelitian ini dibagi menjadi lima tahap, yaitu pengeditan, pengkodean, penilaian, tabulasi dan interpretasi. Kemudian semua data tersebut dianalisis secara deskriptif dan kuantitatif dan menggunakan metode induktif.

Hasil dari penelitian ini menunjukkan bahwa ada tingkat kemampuan pada listening minimal pairs siswa kelas dua Madrasah Aliyah Negeri 2 MARABAHAN tahun ajaran 2011/2012 termasuk dalam kategori lemah. Ini berdasarkan pada hasil perhitungan rata-rata dari nilai tes kemampuan siswa pada listening minimal pairs yakni 57,48.

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بسم الله الرحمن الرحيم

الحمد لله رب العالمين والصلاة والسلام على اشرف الأنبياء والمرسلين

سيدنا ومولانا محمد وعلى آله وصحبه اجمعين. أما بعد.

In the name of Allah, the most Merciful and most Gracious, as well as for his endless mercy, favor and guidance for the writer to make this thesis entitled: STUDENTS' ABILITY OF LISTENING MINIMAL PAIRS AT THE SECOND GRADE OF STATE ISLAMIC SENIOR HIGH SCHOOL 2 MARABAHAN ACADEMIC YEAR 2011/2012 has finished. This thesis attended to fulfill assignments and requirements to obtain the degree of *Sarjana Pendidikan* in English Department at *Tarbiyah* Faculty of State Institute for Islamic Studies Antasari Banjarmasin.

May peace and blessing are always be poured upon the last messenger of Allah, the great Prophet Muhammad (PBUH) as well as his family, his companions, and his followers until the last day for his save human's life from destruction and darkness to the way of Allah.

To complete this research the writer has much got support, direction, and motivation from many persons. The writer thinks that they are unforgettable and usefulness. The writer expressed her grade gratitude to those who have given the writer support, advise, guidance, and idea, the writer hereby would like to give appreciation especially to:

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Finally, the writer hopes that this research paper will be useful for the next researchers. The writer realizes that this paper is still far from perfect. Therefore, more constructive criticisms and suggestions are also highly expected for its perfection. May Allah the Almighty always bless and reward the whole of us for all good things that we have done. Amin

Banjarmasin, Muharram 1433 H  
December 2011 M

Writer,

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# CHAPTER I

## INTRODUCTION

### A. Rationale

Humans are social creatures which cannot live alone in fulfilling their necessities in life. They need to communicate with their fellow members of societies or other groups. Language is an important instrument for humans. It is a part of the culture; and human behavior. Language is used to receive and transfer message and knowledge; it is also used to express ideas, minds, opinions, wishes, and feelings to others. Thus, language is very important in life and must be learnt particularly to ease communicating to each others.

Language is the component of communication that is used by people of the word to tell what are in their minds to the others such as opinion, ideas, information, etc. by using language; we can easily communicate with other people in getting the best interaction. Badudu said that language is “*interest, opinion, intelligence, mind, spoken, speech, and babbling*”<sup>1</sup>

Language learning is largely a process of developing automatic cognitive process. Teacher should well be aware of the cognitive process involved in listening and provide learners with an opportunity for meaningful practice. As People who involved entirely environment and expected to be the next leaders, students are required to be able in mastering English. They have to

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<sup>1</sup> JS. Badudu and Sultan Mahmud Zain, *Kamus Umum Bahasa Indonesia*, (Jakarta: Pustaka Sinar Harapan, 1996), p. 180

study English from elementary school until university level. It becomes one of compulsory subject in all education level. Learning English as a foreign language is an integrated process that the learners may not ignore one or more aspect of four basic skills, they are listening, speaking, reading and writing. Harmer in his book said that one language skill should not be performed without another skill. It is impossible to speak without listening to the speaker and impossible to write without reading the sources<sup>2</sup>. Beside those skills, there are some components of English that have to be learned by students such as pronunciation, grammar, vocabulary, etc.

Listening is a communicative behavior, in which listeners try to construct a reasonable interpretation of a text for some communicative purposes. Listening is an active, purposeful process of making sense of what people hear<sup>3</sup>. Listening is the absorption of the meaning of the words and sentences by brain. It is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sound.<sup>4</sup> Listening is the very first skill, through listening we know and understand the meaning of the something. It relates to the revelation of the God in Holy Qur'an Surah An-Nahl: 78, as follow:

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<sup>2</sup>T. Harmer. *Practice of English Language Teaching*, (New York: Longman, 1991) p.,52.

<sup>3</sup> David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill Companies, 2003),p.24

<sup>4</sup>Mili Saha and Md. Ali Rezwan Talukdar. *Teaching 'listening' as an English Language Skill*, <http://www.articlesbase.com/languages-article/teaching-listening-as-an-english-language-skill-367095.html/18/08/2011>

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ  
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٢٠﴾

The verse explains that sense of hearing is the main instrument and most important for human to absorb some information about our environment in the world. One of the miracles of the Holy Qur'an is it had been brought and preached by a prophet that could not read and write, but he was able to listen. This is the greatest argumentation of Qur'an to fresh that listening is important aspect in our life.

The students can listen from a variety of sources such as; DVD, CD, video, cassette and other sources. In general, students who study in school, they inclined to learn everything which has more relation with their daily activities and environment. The idea behind a listening (process) approach to teach listening is students should hear the language first, before seeing in written form.

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability<sup>5</sup>.

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<sup>5</sup> <http://www.ncrlc.org/essentials/listening/liindex.htm>. 23/10/2011

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.<sup>6</sup> In listening we can identify the difference of sounds, such as in minimal pair we can identify sounds which are nearly in same sound.

Students in Senior High School must have ability on minimal pairs, because it's so difficult to identify which ones is a true word. Students must have ability to differentiate minimal pairs, because it's very important to improve their ability in English. Minimal pairs raise difficulties for the students who less in vocabularies or grammar.

Many students has difficulties to discriminated minimal pairs in listening, such as which one is 'leave' in 'leave, live'. In this case, students must have a good ability in vocabularies. Students need to have many vocabularies in their memories, because different word is different meaning.

The writer assumed that minimal pair is important to mastery because it will help students in their listening skill. Based on the first observation, the

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<sup>6</sup> *Ibid*

writer found that the students at second grade of state Islamic senior high school 2 Marabahan are difficult to identify word minimal pairs in listening.

Based on the reason above the writer interested to make a study about listening by the title **“STUDENTS’ ABILITY OF LISTENING MINIMAL PAIRS AT THE SECOND GRADE OF STATE ISLAMIC SENIOR HIGH SCHOOL 2 MARABAHAN ACADEMIC YEAR 2011/2012”**. It is hoped that this study can give solution to the problem, and can improve the students’ ability of listening minimal pairs, and of course improve their ability in study English.

## **B. Clarification of the Title**

To avoid misinterpretation of the title, the researcher explains the technical terms such as below:

1. Student’s ability is a power or skill that students have to something<sup>7</sup>. Ability in this research is ability in listening minimal pairs.
2. Listening is pay attention to somebody or something that you can hear.
3. Minimal pair is two words that differ in only one sound. Minimal pair in this research is vowel sound in the middle position focus on /I/, /e/ and /i: / sound.
4. The second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 means the students who are studying in the class

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<sup>7</sup> Manser. H. Martin. *Oxford Learners Pocket Dictionary*. (New York: Oxford University Press, 2009). p. 1

two of State Islamic Senior High School 2 Marabahan academic year 2011/2012.

So, in this research, the writer want to know more specific about the students' ability of listening minimal pairs on /I/ /e/ and /i:/ sound of the second grade of state Islamic Senior High School 2 Marabahan academic year 2011/2012.

### **C. Formulation of Problem**

The problem that will be investigated in this research is “how is the students' ability of listening minimal pairs at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012?”

### **D. Reason for Choosing the Title**

There are some reasons make the writer to conduct this title, they are:

1. English is one of the required subject taught at school, so that, this must be paid attention more to it.
2. This research is expected to help the students to understand how to mastery minimal pairs, because minimal pairs is different sound, usually students have difficulties to differ the sounds.
3. To find out the students ability of listening minimal pairs, especially on /I/, /e/, and /i:/ sounds because, minimal pair is one important part in listening skill and students should have ability on it.

4. To give contribution and information about students' ability of listening minimal pairs, especially to the State Islamic Senior High School 2 Marabahan.

#### **E. The Purpose of the Research**

Base on the reason above, the purpose of this research is:

To know the students ability of listening minimal pairs at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012.

#### **F. The Significance of the Research**

From the result of this research, the writer expects it can be useful as:

1. Enriching the writer's knowledge and experience in this specific research
2. Information and comparison for the next researchers
3. It is hoped that this research can contribute some idea, concept or information to English teacher that can be used them to teach minimal pairs
4. Enrichment of Antasari State Institute for Islamic Studies Banjarmasin library's literature.

#### **G. Organization of the Content**

The research consists of five chapters. They are systematically arranged as follows:

The first chapter contains introduction that covers of rationale, clarification of the title, formulation of problem, reason for selecting the title,



the purpose of the research, the significance of the research, and organization of the content.

The second chapter contains theoretical review on related subject, consisting of listening skills, minimal pairs, teaching and learning strategy of listening minimal pairs, and some factors that influence the ability of listening minimal pairs.

The third chapter contains method of research consisting of subject and object of the research, data, source of data, and technique of data collecting, design of measurement, techniques of data processing and data analysis, and research procedures.

The fourth chapter contains report of research result, which consists of description of the object of study, data presentation, and data analysis.

The fifth chapter contains of closure, which contains of conclusion and suggestions.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Listening skills

Listening is assuming greater and greater importance in many foreign language contexts, which have until relatively recently focused their efforts on the development of writing skills. Listening is essential not only as a receptive skill but also to the development of spoken language proficiency.<sup>8</sup>

In the real world, we do not use single skills in isolation. When we listen to a radio, read a book, deliver a speech, or write a letter, we're attending to one skill at those moments. So, there are authentic manifestations of single skills in our everyday use of a language.

Every teacher of language knows that one's oral production ability—other than monologues, speeches, reading aloud, and the like—is only as good as one's listening comprehension ability. Of even further impact is the likelihood that input in the aural-oral mode accounts for a large proportion of successful language acquisition. In a typical day, we do measurably more listening than speaking (with the possible exception of one or two of your friends who never seem to stop talking!). Whether in the workplace, educational, or home context,

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<sup>8</sup> David Nunan and Lindsay Miller, (Editors), 2002, *New Ways in Teaching Listening*, USA: Pantagraph Printing. p, v

aural comprehension for outweighs oral production in quantifiable term of time, member of words, efforts, and attention.<sup>9</sup>

Learners therefore need to pay close attention to listening as a mode of performance for assessment in the classroom.

In our real- life listening activity is characterized by the following features:

1. We listen for a purpose and with certain expectations.
2. We make an immediate response to what we hear.
3. We see the person we are listening to
4. There are some visual or environmental clues as to the meaning of what is heard
5. Stretches of heard discourse come in short chunks
6. Most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, ‘noise’ and colloquialisms, and in its auditory character.<sup>10</sup>

Between listen and hear are different, when we listen we must pay more attention for what we listen to, but in hearing we can hear any sound without pay more attention.

#### 1. Types of Listening

According to Jack C. Richards and Willy A. Renandya in their book “Methodology in Language Teaching an Anthology of Current Practice” there are 3 types of listening; pre listening, listening, and post listening<sup>11</sup>.

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<sup>9</sup> Brown H, Douglas & Priyanvada Abeywickrama, 2010, *Language assessment principles and classroom practices second edition*, (New York: Pearson Education) ,p. 161

<sup>10</sup> Penny Ur, 1992, *Teaching Listening Comprehension*, (Britain: Cambridge University press,). P.9

<sup>11</sup> Jack C. Richards and Willy A. Renandya, 2002, *Methodology in Language Teaching an Anthology of Current Practice*, (New York: Cambridge University Press), p. 234

a. Pre listening

Pre listening is before listening, in pre listening, teacher should preparing material for listening. Some kind of pre listening activity is now usual, involving brainstorming vocabulary, reviewing areas of grammar, or discussing the topic of the listening text. This phase of the lesson usually lasts longer than it should. A long pre listening session shortens the time available for listening. It can also be counterproductive. Extended discussion of the topic can result inn much of the content of the listening passage being anticipated. Revising language points in advance encourages learners to focus on examples of these particular items when listening- sometimes at the expense of global meaning.

One should set two simple aims for the pre listening period:

- 1) To provide sufficient context to match what would be available in real life
- 2) To create motivation (perhaps by asking learners to speculate on what they will hear)<sup>12</sup>.

In pre listening, teacher should preparing the material for listening and teacher also give some warming up for students related to the material.

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<sup>12</sup> *Ibid*

## b. Listening

Listening or while listening is what are in listening process, here are 5 things in listening / while listening.

### 1) The intensive/extensive distinction

Most practitioners have retained the extensive/intensive distinction. On a similar principle, international examinations usually specify that the recording is to be played twice. Some theorists argue that this is unnatural because in real life one gets only one hearing. But the whole situation of listening to a cassette in a language classroom is, after all, artificial. Furthermore, listening to a strange voice, especially one speaking in a foreign language, demands a process of normalization – of adjusting to the pitch, speed, and quality of the voice. An initial period of extensive listening allows for this.

### 2) There have been changes in the way that comprehension is checked. The writers recognize that learners listen in an unfocused way if questions are not set until after the passage has been heard. Unsure of what they will be asked, they cannot judge the level of detail that will be required of them. By presetting comprehension questions, the writers can ensure that learners listen with a clear purpose, and that their answers are not dependent on memory.

### 3) Listening tasks

Activities of this kind model the type of response that might be given to a listening experience in real life. They also provide a more reliable way of checking understanding. A major difficulty with listening work is that it is difficult to establish how much a learner has a written comprehension question, it may be because they have not understood the question (reading) or because they cannot formulate an answer (writing) rather than because their listening is faulty.

### 4) Authentic materials

Another development has been the increased use of authentic materials. Recordings of spontaneous speech expose learners to the rhythms of natural everyday English in a way that scripted materials cannot, however good the actors. Furthermore, authentic passages listening experience much closer to a real life one. It is vital that students of a language be given practice in dealing with texts where they understand only part of what is said.

Students may have difficulty in adjusting to authentic conversational materials after hearing scripted ones. It is worthwhile introducing learners systematically to those features of conversational speech which they may find unfamiliar – hesitations, stuttering, false starts, and long, loosely structured sentences.

### 5) Strategic listening

The type of foreign language listening that occurs in a real life encounter or in response to authentic material is very different from the type that occurs with a scripted passage whose language has been graded to fit the learner's level. In real life, listening to a foreign language is a strategic activity. Nonnative listeners recognize only part of what they hear and have to make guesses which link these fragmented pieces of text. This is process in which our learners need to practice and guidance. Cautions students need to be encouraged to take risks and to make inferences based on the words they have managed to identify. Natural risk takers need to be encouraged to check their guesses against new evidence as it comes in from the speakers. And all learners need to be shown that making guesses is not a sign of failure.

### c. Post listening

Post listening or after listening is analysis of the language in the text, listen and repeat.

The listen and repeat phase has been dropped as well on argument that it is tantamount to parroting. This is not entirely fair: in fact, it tested the ability of learners to achieve lexical segmentation to identify individual words within the stream of sound. But one can understand that it does not accord well with current communicative thinking.

As part of post listening, one can ask learners to infer the meaning of new words from the contexts in which they appear – just as they do in reading. The procedure is to write the target words on the board, replay the sentences containing them, and ask learners to work out their meanings. Some teachers are deterred from employing this vocabulary-inferring exercise by the difficulty of finding the right places on the cassette. A simple solution is to copy the sentences to be used onto a second cassette.<sup>13</sup>

Pre listening is pre teaching of all important new vocabulary in the passage, listening is extensive listening (followed by general questions establishing context) intensive listening (followed by detailed comprehension questions), and post listening is analysis of the language in the text, listen and repeat: teacher pauses the tape, learners repeat words.

## 2. Strategies of Listening

According to Jeremy Harmer in his book “The Practice of English Language Teaching”, there are two strategies in listening for students; extensive listening and intensive listening<sup>14</sup>.

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<sup>13</sup> *Ibid*, 235

<sup>14</sup> Jeremy Harmer, 2001, *The Practice of English Language Teaching Third Edition Completely Revised and Updated*, (New York: Longman), p. 228



### 1) Extensive listening

Extensive listening (where a teacher encourages students to choose for them what they listen to and to do so for pleasure and general language improvement) can also have a dramatic effect on a students' language learning.

Extensive listening will usually take place outside the classroom, in the students' home, car, or on personal stereos as they travel from one place to another. The motivational power of such an activity increase dramatically when students make their own choices about what they are going to listen to.

Material for extensive listening can be found from a number of sources. A lot of simplified readers are now published with an audio version on tape. These provide ideal listening material. Many students will enjoy reading and listening at the same time using both the reader and tape. Students can also have their own copies of course book tapes, or tapes which accompany other books written especially at their level. They can also listen to tapes of authentic material.

In order for extensive listening to work effectively with a group of students – or with groups of students – teacher will need to make a collection of appropriate tapes clearly marked for level, topic, and genre. These can be kept – like simplified readers – in a permanent collection (such as in a self-access center, or in some other location), or kept in a box or some other container which can be taken into classrooms, teacher will then want to keep a record of

which students have borrowed which tapes; where possible teacher should involve students in the tasks of record-keeping.

The keenest students will want to listen to English tapes outside the classroom anyway, and will need little encouragement to do so. Many others, however, will profit from having the teacher give them reasons to make use of the resources available. Teacher need to explain the benefits of listening extensively, and come to some kind of agreement about how much and what kind of listening they should do. Teacher can recommend certain tapes, and get other students to talk about the ones which they have enjoyed the most.

In order to encourage extensive listening teacher can have students perform a number of tasks. They can record their responses to what they have heard in a personal journal, or fill in report forms which teacher have prepared asking them to list the topic, assess the level of difficulty, and summarize the contents of a tape. Teacher can have them write comments on cards which are kept in a separate 'comments' box, add their responses to a large class 'listening' poster, or write comments on a student web site. The purpose of these or any other tasks is to give students more and more reasons to listen. If they can then share their information with colleagues they will feel they have contributed to the progress of the whole group. The motivational power of such feelings should not be underestimated<sup>15</sup>.

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<sup>15</sup> *Ibid*, 229

In extensive listening, students can make their study enjoy, because extensive listening can take place outside the classroom. Students also can make their own choices about what they are going to listen to.

## 2) Intensive listening

Still on Jeremy Harmer's book, there are 3 parts of intensive listening; intensive listening using taped material, intensive listening 'live' listening, and intensive listening the role of the teacher.

### a. Intensive listening: using taped material

Many teachers use taped materials, and increasingly material on disk, when they want their students to practice listening skills, this has a number of advantages and disadvantages:

- Advantages: taped material allows students to hear a variety of different voices apart from just their own teacher's. it gives them an opportunity to 'meet' a range of different character, especially where real people are talking. But even when tapes contain written dialogues or extracts from plays, they offer a wide variety of situations and voices.

Taped material is extremely portable and readily available. Tapes are extremely cheap, and machines to play them are relatively inexpensive.

For all these reasons most course books include tapes, and many teachers rely on tapes to provide a significant source of language input.

- Disadvantages: in big classrooms with poor acoustics, the audibility of taped and disk material often gives cause for concern. It is often difficult to ensure that all students in a room can hear equally well.

Another problem with classroom tapes is that everyone has to listen at the same speed, a speed dictated by the tape, not by listeners. Although this replicates the situation of radio, it is less satisfactory when students have to take information from the tape. This is because they cannot, themselves, interact with the taped speakers in any way. Nor can they see the speaking taking place.

Finally, having a group of people sit around listening to a taped recorder or disk player is not an entirely natural occupation<sup>16</sup>.

Still on Jeremy Harmer's book, despite the advantages, however, teacher still want to use taped material at various stages in a sequence of lesson for the advantages mentioned above, teacher need to check tape and machine quality before teacher take them into class. Where possible teacher need to change the position of the playback machine or the students to offset poor acoustics or, if this is feasible, take other measures such as using materials to deaden echoes which interfere with good sound quality.

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<sup>16</sup> *Ibid*

If students are to get the maximum benefit from a listening then teacher should replay the tape two or more times, since with each listening they may feel more secure, and with each listening they will understand more than they did previously<sup>17</sup>.

b. Intensive listening: 'live' listening

A popular way of ensuring genuine communication is live listening where the teacher and/or visitors to the class talk to the students. This has obvious advantages since students can interrupt speakers and ask for clarification. They can, by their expressions and demeanor, indicate if the speaker is going too slowly or too fast.

Live listening can take the following forms:

- Reading aloud: an enjoyable activity, when done with conviction and style, is the teacher reading aloud to a class. This allows them to hear a clear spoken version of written text, and can be extremely enjoyable if the teacher is prepared to make a big thing of it.

The teacher can also read/act out dialogues either by playing two parts or by inviting a colleague into the classroom.

- Story telling: teachers are ideally placed to tell stories which, in turn, provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next, or be asked to

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<sup>17</sup> *Ibid*, 230

describe people in the story or pass comment on it in some other way.

- Interviews: one of the most motivating listening activities is the live interview, especially where students themselves dream up the questions. In such situations, students really listen for answer they themselves have asked for, rather than adopting other people's questions. Where possible teacher should have strangers visit our class to be interviewed, but teacher can also be the subject and/or take on a different personal for the activity.
- Conversations: if teacher can persuade a colleague to come to the class teacher can hold conversations with them – about English or any other subject. Students then have the chance to watch the interaction as well as listen to it. Teacher can also extend story telling possibilities by role playing

Live listening is not a substitute for audiotapes or disks – either in the classroom, language laboratory, or self-access centre – but it does offer an extra dimension to the listening experience over a series of lessons<sup>18</sup>.

### 3) Intensive listening: the roles of the teacher

As with activities, for listening teacher need to be active in creating students engagement through the way teacher set up tasks. Teacher need

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<sup>18</sup> *Ibid*, 231

to build up students' confidence by helping them listening better rather than by testing their listening abilities.

In particular teacher needs to focus on the following roles:

- Organizer: teacher need to tell students exactly what their listening purpose is, and give them clear instructions about how to achieve it. One of teacher's chief responsibilities will be to build their confidence through offering tasks that are achievable and texts that are comprehensible.
- Machine operator: when teacher use tape or disk material teacher need to be as efficient as possible in the way teacher use the tape player. This means knowing where the segment teacher wish to use is on the tape or disk, and knowing, through the use of the playback machine counter, how to get back there. Teacher should take decisions about where teacher can stop the extract for particular questions and exercises, but, once in class, teacher should be prepared to respond to the students' needs in the way teacher stop and start the machine.
- Feedback organizer: when students have completed the task, teacher should lead a feedback session to check that they have completed the task successfully. Teacher may start by having them compare their answers in pairs and then ask for answers from the class in general

or from pairs in particular. Students often appreciate giving paired answers like this since, by sharing their knowledge, they are also sharing their responsibility for the answers. Because listening can be a tense experience, encouraging this kind of cooperation is highly desirable.

- Prompter: when students have listened to a tape or disk for comprehension purposes teacher can have them listen to it again for them to notice a variety of language and spoken features. Sometimes teacher can offer them script dictations to provoke their awareness of certain language items<sup>19</sup>.

Intensive listening divided into 3 types, there are intensive listening using taped material, intensive listening live listening, and intensive listening the roles of the teacher.

## **B. Minimal Pairs**

### **1. Minimal Pair**

A minimal pairs is a pair of words which differ in meaning when only one sound (one phoneme) is changed. A minimal pair is also when two words such as *pat* and *bat* are identical in form except for a contrast in one phoneme<sup>20</sup>. Pair and *bear* are minimal pairs, since their difference in meaning depends on the

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<sup>19</sup> *Ibid*, 232

<sup>20</sup> George Yule, 2006, *The Study of Language Third Edition Thoroughly Revised and Updated*, (Cambridge: Cambridge University Press), p. 46



different pronunciation of their first sound: /p/ versus /b/. However, *pair* and *pear* are not minimal pairs, since, although they differ in meaning, they are pronounced the same. Minimal pairs are widely used in pronunciation teaching to help learners discriminate between sound contrasts, for the purposes of both recognition and production. Scott Thornbury gave an example of producer of minimal pairs, as follow:

- The teacher first presents a contrast, by pronouncing a set of minimal pairs: *pair, bear, bin, pin, bar k, park*; etc. (It helps if the words are illustrated, using visual aids, so that they do not become divorced from their meaning).
- The students then hear a sequence of words, such as *pair, pin, bark, pin, park, bear*, and have to assign them to one category or another: /p/ or /b/, or to identify which picture is being referred to.
- And/or they have to listen to pairs of words and say if they are the same or different: *pair, pair, bin, pin; park, park; bear, pear*, etc.
- Or they listen to the words in sentence-length contexts, and decide which sound they have heard. For example:  
 There were some bears under the tree/ there were some pears under the tree  
 Our dog likes a good bark/ our dog likes a good park.
- Finally, prompted by visual aids, or reading aloud words from list or sentences, the students attempt to produce the contrast<sup>21</sup>

According to Marianne Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin on their book *Teaching Pronunciation a Reference for Teacher of English to Speakers of other Languages*: They agree that minimal pairs practice alone will not assist learners in gaining true control over segmental contrast – especially when learners are called upon to produce language in situations where the focus is on the message rather than form. Nonetheless, minimal pair

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<sup>21</sup> Scott Thornbury, 2006, *An A-Z of ELT A Dictionary of Terms and Concepts Used in English Language Teaching*, (Oxford: Macmillan) p.132

sentences do present evidence of how meaning can be misconstrued if a single vowel phoneme is mispronounced or misperceived. If contextualized and followed by more communicative practice, such minimal pair practice can assist learners in gaining control over segmental contrasts<sup>22</sup>

## 2. Selecting minimal pairs

Minimal pairs can be defined as two words which only differ by a single sound, such as “tree” and “three”<sup>23</sup>. Again according to Alexcase website, this potentially huge list of words is usually cut down by limiting it to words that differ in ways that students often misunderstand and/ or cannot produce. Which sounds, and therefore which words, are relevant can often be guessed from students’ first language, e.g. choosing “bat” and “bet” for Korean students. The list of sounds that people find difficult can often be further cut down by eliminating ones that they don’t in fact have (many) problems with. This could be due to their own dialect or other languages they speak having both sounds, or borrowing of words with that sound into their language.

You can also prioritize based on who they will be speaking with. For example, if they are focused on American English there is little point spending time on the “cap” and “cup” distinction. In the same way, a Spanish person working for a Japanese company is unlikely to gain much from being able to

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<sup>22</sup>Marianne Celce-Murcia, Donna M. Brinton, and Hanet M. Goodwin, 2005, *Teaching Pronunciation A Reference for Teachers of English to Speakers of Other Languages*, (Cambridge: Cambridge University Press), p.111

<sup>23</sup>Alex Case. [Http://www. Tefl. Net/Alexcase/](http://www.Tefl.Net/Alexcase/) 22/10/2011

distinguish “ban” and “van”. You can also make more general judgements based on students’ need for “English as a Lingua Franca”<sup>24</sup>.

### 3. More minimal pairs

Still on Alexcase websites, once you have cut down on and prioritized the minimal pairs, you can start thinking about building their use up beyond what is given in normal pronunciation books and course books. To start with, many useful minimal pairs for particular nationalities, such as the “cheek” and “teak” pair for Koreans and Japanese, are rarely if ever mentioned in internationally available books. For many nationalities, you should also probably add words which are defined by an extra sound rather than different sounds. For example, many students have problems with hearing and adding vowels on the end of words that end with consonants in pairs such as “compute” and “computer” and “church” and “churchy”. The same is true with adding sounds to consonant cluster in pairs like “supine” and “spine”. These are not strictly minimal pairs but cause the same kinds of problems and can be dealt with in the same way.

Other ways of expanding the definition of minimal pairs is to include combinations of words that sound the same as minimal pairs of single words would, such as “a load” and “allowed”<sup>25</sup>.

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<sup>24</sup> *Ibid, Alexcase*

<sup>25</sup> *Ibid , Alexcase*

#### 4. Finding minimal pairs

Now that we have an expanded group of sounds to deal with, we need a set of words to use for minimal pair activities. You can start doing this with a brainstorming stage. On a piece of paper, write all the English vowel sounds in a column down the middle, preferably in phonemic script. In the same way, write all the consonant sounds in English twice, once on the left hand side of the vowels and once on the right. Add common combinations of sounds in those positions (e.g. /str/ before the vowel and /mp/ after the vowel) and delete sounds that never go in that position (e.g. “ng” before the vowel). Circle the two sounds that you want to find minimal pairs for, and use this table to brainstorm all the single syllable words with those sounds, writing down any pairs that you find.

You can then check online lists and pronunciation books and textbooks for any that you missed, e.g. longer words. The list can then be divided to be used with particular classes, e.g. to make lists by level, language point (e.g. contractions or past forms) and/ or topic. For lists related to particular topics and language points, you can also take the opposite approach of brainstorming or finding a list of useful words (e.g. family words or a list of irregular past tenses) and then trying to think of words that they could be confused with (e.g. “cist” and “sister” or “bought” and “boat”).

## 5. Minimal pair activities

Now you have plenty of sounds to practice and plenty of words to practice them with, you will need lots of classroom activities to make so much work on minimal pairs varied and interesting. Most books have endless activities where students circle which of the two words they hear. As you can imagine, this can very quickly get boring. Allowing them to look at the teacher pronouncing the word can be more useful and realistic, as they can often use the mouth position to help them guess. This can be taken further by asking them to guess while the teacher silently mouths the words.

You can also allow them to use the context to guess with sentences like “I don’t like beans” and “Please put it in the bin”, rather than the “There was a bin on the table” and “There was a bean on the table” pairs that many books use. If those sentences contain common collocations with either or both words, all the better.

You can also introduce minimal pairs without having a dedicated part of the lesson for it. One obvious way is to use minimal pairs when correcting pronunciation, for example by writing up the word that the student was trying to say along with other words that what they said could be misinterpreted as. In a similar way, when you introduce a word you can write up any words that students should be careful not to pronounce it as, e.g. “Teem = Team, like seem. NOT Tim NOT Teen”. If you have made a list of minimal pairs arranged by

topic, you could even give them the list before you start the unit and tell them to be careful not to make those mistakes.<sup>26</sup>

In minimal pair's activities, teacher should have good ability in teaching especially in teaching minimal pairs to make the students interest to study minimal pairs. Teacher should more creative in teaching listening.

### **C. Teaching and Learning Strategy of Listening Minimal Pairs**

All kinds of practice techniques and competitions can foster transfer from visual to aural recognition and from aural to visual. There are some strategies which teachers can apply while teaching listening to minimal pairs, as they are suggested by Wilga M. River and Mary S. Temperly as following<sup>27</sup>:

- a. Clearly comprehensible pronunciation of all new words should be expected as they are encountered, so that the student's ears are kept tuned to a high pitch. This is particularly important beyond the elementary level, where the students and teacher often relax their efforts to perfect pronunciation and intonation. It is no wonder, then, that so many students fail to recognize word pronounced so differently from the classroom norm.
- b. Flashcards should be made of groups of words which follow certain rules of sound-symbol correspondence and competitions organized with

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<sup>26</sup> *Ibid Alex Case*

<sup>27</sup> Wilga M. Rivers and Mary S. Temperly. 1981. *A Practictical Guide to the teaching of English as a Second or Foreign Language*. New York: Oxford University press. p, 90

points allotted to the first person who gives the correct pronunciation for the series, e.g.,

Fight, sight, light  
Mate, gate, late  
Boy, toy, joy

Later, more rigorous competitions can be conducted with the words isolated from the series and presented in short sentences<sup>28</sup>.

- c. Conversely, students should hear words in short sentences and be asked to identify which of the spellings on three cards represents the word they heard, e.g.,

/sIt/ site, sit, seat  
/hΘt/ hut, hat, hate

- d. Students should be shown cards of words in special problem groups and drilled in their pronunciation, e.g.,

/I/ ship, chip, clip (which must not be confused with *sheep*, *cheap*, *deep*)  
/U/ look, foot, wood (often pronounced by students as in *Luke*, *food*, *wood*)

- e. Spelling bees may be conducted to arouse enthusiasm for a high level of performance. Words are given in sentences, then repeated in isolation, or in short word-groups, for the student to write down, e.g.,

“Better” is the comparative form—*comparative*  
He swore an oath—*oath*  
Students making mistakes are progressively eliminated until a champion is found.

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<sup>28</sup> *Ibid*

- f. Spelling bees may be paralleled by pronunciation bees. Sentences are flashed on the screen or wall by overhead projector, or are shown on flashcards, and elimination contests are conducted for acceptable pronunciation, e.g.,

Look at the dawn--/ dɔ n/

Note: items for both 5 and 6 should be kept to words students may be expected to meet. Common words with irregular pronunciation will be introduced, e.g., *women*. Any unfamiliar word which follows regular sound- symbol correspondence rules is admissible, e.g., *dungeon*, *prosperous*, *intentional*, *gigantic*. Teams may work out elimination lists to try out on each other.

- g. Spot dictation is useful at the elementary level; continuous dictation passages are useful at higher levels.
- h. Students should be trained in the changes in pronunciation and stress pattern as one move from a root word through various derivatives and compounds. They should be encouraged to make up their own series. Each series admissible must follow regular sound-symbol correspondence rules, e.g.,

Simple, simply, simplicity, simplification, simplify  
 /sɪ mpəl/    /sɪ mpliy/    /sɪmplɪ sətiy/    /sɪ mpləfəkə yʃən/  
 /sɪ mpləfay/  
 Derive, derivative, derivation  
 /dəɪə yv/ /dəɪə vətɪ v/ /dɛ ɛ rəvɛ yʃən/



- i. Students should be given regular practice in finding and interpreting pronunciations and stress patterns in dictionaries. Teaching phonetic symbols for recognition purposes can arouse interest in this exercise. The system thought should be that used by the dictionary the class will be using.
- j. If students are to understand radio newscasts and documentary films they should be given regular training in the aural identification of the contemporary vocabulary for matters of international preoccupation, e.g., /pəlʊwʃən/ pollution; /riysə yklɪ ŋ/ recycling.<sup>29</sup>

In teaching and learning minimal pairs, teacher can use remedial training in their teaching. A distinction must be drawn between the types of exercises suitable in the very early stages, when the student knows only a little of the foreign language, and appropriate exercises for remedial training at a later stage. At first emphasis is laid on distinctions which are likely to cause problems of comprehension. Later, advanced students often need intensive practice in the production of certain problem sounds or sequences of sounds to correct a “foreign accent”.

Exercises of this type are usually constructed on a contrastive basis, highlighting problems of interference from sounds in the student’s native language which are close to the English sounds being practiced and from other English sounds which to student appear similar to the particular sounds to be produced.

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<sup>29</sup> *Ibid*, 91

The remedial exercises in production may be preceded by aural identification an exercise in which the sound is used in short utterances which are meaningful.

- a. Remedial production exercises are frequently preceded by articulatory instructions for the correct production of the sound, with meanings about native language habits which interfere with correct articulation. These are sometimes accompanied by photographs or diagrams showing the recommended position of the speech organs.
- b. Production exercises should not begin with the sound in isolation. This is useful only when articulatory movements are being practiced. English sounds rarely occur in isolation. A few English sounds are words (/ey/, or /ə/: α ; /ay/: I) and some are exclamations (/ow/: oh; /a/: ah; /ɔ /: aw; /aw/: ow; /uw/: oo; /ʃ/: sh) or reduced forms (/iy/: he as in the phrase has he?). Except for these and the names of some letters, English sounds normally occur in combinations. The various relationships into which a sound enters modify it slightly, and it is these natural sequences which must be learned. Production exercises begin, then, with the sound in single words or short phrases which demonstrate the various environments in which it can occur. For instance, a consonant may be practiced in initial, medial, and final positions and in association with certain other consonants; a vowel may be practiced under varying degrees of stress and after of before certain consonants. This is the stage of imitative production. The words in

which the sounds are practiced should be words which students can use, rather than nonsense words.

- c. The sound is then practiced in short sentences, also in various environments and stress and intonation patterns. This is still imitative production.
- d. Remedial exercises often practice two similar sounds at the same time in order to highlight auditory and kinesthetic differences, since it is oppositions and contrasts within the sound system which makes a language meaningful.
- e. Exercises are next introduced which, through some form of grammatical manipulation, force the students to produce the sounds unmodeled. This is guided non imitative production.
- f. The sound is then practiced in longer utterances, in mixed environments, or in sections of discourse. In this way the effects of proximity to other sounds in characteristic sequences and the influence of intonation, stress, and juncture are more fully experienced. This practice need not be purely repetitive and imitative. It can take the form of a structured conversational exchange, so designed as to induce the students to produce certain words.
- g. Sounds may finally be practiced in a formal context such as the reading of poetry or literary prose, which can be contrasted with the reading of informal material. These reading styles contrast with both casual and

careful speaking style. It is important that students learn the differences among the various style of speaking and reading orally.

- h. There is a place for some anticipation practice. Students read each section first before hearing it read by a model. They have the opportunity to reread this section and continue reading the next section before again hearing the model. This can be done as spaced reading on tape, provided that the natural pauses between word groupings are as obvious as in the following passage of simple conversation.
- i. The ultimate goal of this type of remedial practice is for students to demonstrate control of the sound they have been practicing while they are engaging in autonomous production in conversation.<sup>30</sup>

When working with tapes on their own, students have difficulty in detecting their errors of pronunciation. Aural discrimination exercises help students refine their ability to perceive distinctions.

- 1) When working with tapes, students should keep the checklist beside them as a guide to the features of the English sound system to which they should be attentive.
- 2) If the practice session is monitored, students should mark on the checklist the weaknesses in pronunciation which the monitor has drawn to their attention, so that they may concentrate on improving their production of these features.

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<sup>30</sup>*Ibid*, 172-177

- 3) Monitors should keep a cumulative record on a pronunciation checklist for each student, so that at each session they may refresh their memory of the weaknesses they have already drawn to the attention of particular students. In this way some faults can be emphasized at one session and others at another, thus making maximum use of the short time available for giving attention to the needs of individual students.
- 4) If pronunciation tapes are checked from time to time by the teacher, comments may be entered on a duplicate pronunciation checklist for the student's consideration when recording.<sup>31</sup>

Minimal pair is as same as pronunciation, because both of them are talking about sounds.

#### **D. Some Factors That Influence The Ability Of Listening Minimal Pairs**

Factors that influence the ability on minimal pairs are:

##### **1. Listening**

No doubt, listening is the most common communicative activity in daily life. Listening skills are highly important to teach students, as listening itself is very important in life. Those who don't know how to listen aren't able to listen to their friends and family, understand what they are saying or take directions when given. Listening is important in social situations, but can be crucial in a situation where people must hear and comprehend what is going on around them to survive, such as an emergency. Although listening skill are vital for

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<sup>31</sup> *Ibid*, 179

these reasons, not all children have them and all students must be taught how to refine the skills they have.<sup>32</sup>

If teacher have varieties in teaching listening, so the students can more relax in their learn listening.

## 2. Vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read and the better you will be able to say what you want to when speaking or writing. The vocabulary we know can be divided into two groups - passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which you do not use (or cannot remember) in your own writing and speaking. Active vocabulary is all the words you understand, plus all the words that you can use yourself.

Special problems involved in vocabulary understanding, such as polyse , the word's idiomatic usage, false cognates and distinction between homophones, can also be solved by the context and the dictionary.

Usually the first things you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn: how it is spelled, how it is pronounced,

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<sup>32</sup>eHow Contributor. [http://www.ehow.com/about\\_5451799\\_difficulties-teaching-listening-skills.html](http://www.ehow.com/about_5451799_difficulties-teaching-listening-skills.html). 23/10/2011

how it is inflected (i.e. how it changes if it is a verb, noun or adjective), other grammar information about it, how it collocates (i.e. what other words are often used with it).

Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do, especially when you have reached a certain level<sup>33</sup>. Learning vocabulary needs practice and time and in our days time is a problem.

### 3. Pronunciation

Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The better your pronunciation, the better people will understand you and the easier you will find it to understand them.

Alternatively or additionally you could try finding a native speaker to help you with pronunciation. Ask them to speak slowly and to enunciate each word clearly. Then try to mimic them. Pay attention to the shapes their lips make, and also to their posture and any gestures they make.

Here are some ways to learn pronunciation:

#### 1. Tuning your ears and practicing listening comprehension

Before you start trying to speak a foreign language, spend some time tuning your ears to its sounds and rhythms. You can do this by listening to the language as much as possible via the radio, TV, movies and native speakers in your neighborhood.

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<sup>33</sup> <http://www.scribd.com/doc/31165556/Difficulties-in-Learning-Vocabulary>. 23/10/2011

## 2. Better pronunciation through song

If you enjoy singing, try learning some songs in the language you're learning. This is a fun way to improve your pronunciation and vocabulary. You could also try learning to recite poems and stories. Listening to songs in your L2 is an enjoyable way to improve your listening comprehension, especially if you have the lyrics written out so that you can follow them as you listen.<sup>34</sup>

Two particular problems occur in much pronunciation teaching and learning:

- What students can hear: some students have great difficulty hearing pronunciation features. Frequently speakers of different first languages have problems with different sounds; there are not the same two sounds in their language. If they cannot distinguish between them they will find it almost impossible to procedure the two different English phonemes.

There are two ways of dealing with this in the first place that can show students how sounds are made through demonstration, diagrams, and explanation. But teacher can also draw the sounds to their attention every time they appear on a tape or in our own conversation. In this way teacher gradually train the students' ears. When they can hear correctly they are on the way to being able to speak correctly.

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<sup>34</sup> <http://www.omniglot.com/language/pronunciation.htm>. 23/10/2011



- The intonation problem: for many teachers the most problematic area of pronunciation is intonation. Intonation does not mean that abandon intonation teaching altogether.

The key to successful pronunciation teaching, however, is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken either on audio or videotape or from the teachers themselves. The more aware they are the greater the chance that their own intelligibility levels will rise.<sup>35</sup>

3. Students rarely hear the voice of native speaker, so its make them difficult to identify minimal pairs in listening. Students usually just hear the voice of their own teacher.
4. The teacher is rarely teaches the students in listening class, because less of facilities for listening.

The factors that mentioned above are influences the minimal pairs, because if students have trouble with their listening, vocabulary, and pronunciation there are difficult to identify the minimal pairs.

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<sup>35</sup> Jeremy Harmer. *The Practice of English Language Teaching Third Edition Completely Revised and Updated, Loc. cit.* p.184-185

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Subject and Object Research

##### 1. Subject of the research

The subject of this research is the second grade students in class XI of State Islamic Senior High School 2 Marabahan academic year 2011/2012 which consists of 66 students from science and social majors.

Table 3.1 the Total Number All Students

Academic year	Class	Students	Total
2011/2012	XI Science	22	66
	XI Social I	21	
	XI Social II	23	

*Source: Document of MAN 2 Marabahan academic years 2011/2012*

##### 2. Object of the research

The object of this research is the ability of students of listening minimal pairs of State Islamic Senior High School in academic year 2011/2012

#### B. Data, Source of Data and Techniques of Data Collecting

##### 1. Data

The data which is investigated in this research consist of primary data and secondary data

a. Primary data

The primary data taken from the students of listening minimal pairs of the sound /I/, /i:/, and /e/ that are tested.

b. Secondary data

To complete the primary data, the writer also collects the secondary data which are related to this research object, as follows:

- 1) Brief history of State Islamic Senior High School 2 Marabahan
- 2) The description about headmaster, teachers and administration staff
- 3) The description about students at State Islamic Senior High School 2 Marabahan

2. Source of data

The data is taken from the source as follow:

- |             |                                                                                                                                     |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Respondents | : All of the second year students at State Islamic Senior High School 2 Marabahan academic year 2011/2012                           |
| Informant   | : An English teacher, headmaster, and administration staff of State Islamic Senior High School 2 Marabahan academic year 2011/2012. |
| Document    | : All written reports and important documents                                                                                       |

### 3. Technique of Data Collecting

To collect data in this research, the writer use some techniques which covered of

#### a. Test

The students are tested of written test to know their ability of listening minimal pairs of the sound /I/, /i:/, and /e/. Researcher gives test, the test divided into 3 sections, which are; multiple choice, completion, and check list.

#### b. Interview

Interview is done to English teacher as addition information for this research. Interview is done to know students ability of listening minimal pairs.

#### c. Documentary

This technique is aimed to look for all written reports or documents that perhaps keep any detailed documents.

### **C. Design of Measurement**

Design of measurement is intended to know the students mastery of listening minimal pairs of the second grade of State Islamic Senior High School 2 Marabahan academic years 2011/2012. In this research, the students will answer 50 items of written test. The questions are divided into parts as follows:

1. Check list

It consists of 10 questions. Every right answer will be scored 2 and wrong answer will be scored 0. Total right score is 20

2. Completion

It consists of 20 questions. Every right answer will be scored 2 and wrong answer will be scored 0. Total right answer is 40.

3. Multiple choice

It consists of 20 questions. Every right answer will be scored 2 and wrong answer will be scored 0. Total right answer is 40.

The highest score is 100 and the lowest is 0. The student's score will be categorized into five levels based on book of David P. Harris as follows.<sup>36</sup>

80 – 100 : Excellent

70 - <80 : Good

60 - <70 : Fair

50 - <60 : Low

0 - <50 : Very Low

Mean of the score is got by the pattern below:

$$M = \frac{\sum x}{N}$$

N

M= Mean score

---

<sup>36</sup>David P. Harris, *Testing English as a Second Language*, ( New York: McGraw Hill Book Company, 1969), p. 9

$\Sigma$  = Accumulative score

N = Number of respondents

#### **D. Technique of Data Processing and Data Analysis**

##### **1. Data processing**

Data processing is divided into five phases as follow:

###### **a. Editing**

This technique is used in purpose of re-examining all collected data to make sure whether they have already completed or not

###### **b. Coding**

The writer makes certain code on all collected data to classify them into each certain category

###### **c. Tabulating**

After each data are coded and classify properly, then each answer given by respondents as computed and presented in the tables of frequency.

###### **d. Scoring**

The writer counts the frequency of the answer from the respondents.

###### **e. Interpreting**

Then, the determining of percentage is interpreted as below:

80 – 100 : Excellent

70 - <80 : Good

60 - <70 : Fair

50 - <60 : Low

0 - <50 : Very Low

## 2. Data analysis

All the collected and processed data then analyzed descriptively and quantitatively. Data analysis is a process by which data simplified into a form can be read and interpreted easily.

## E. Research Procedure

There are some steps that are passed through in completing this research, they are:

### 1. Preliminary step

- a. To build a prior observation in the research object
- b. To discuss the result of the previous observation with the writer's academic advisor
- c. To make a research design proposal to be submitted to the Tarbiyah team to have approval

### 2. Preparatory step

- a. To hold a seminar on the research design proposal
- b. To ask the Dean of Tarbiyah faculty for written to conduct the research
- c. To make the instruments of data collecting

### 3. Research step

- a. To meet all respondents and informants who are needed to obtain the data
- b. To collect all the needed data from the sources by using some techniques of data collecting
- c. To process the data in procedural way, the to analyze them properly

### 4. Organization step

- a. To arrange and to write the collected data in the first draft
- b. To consult it with the writer's advisor and his assistant to get some comments and contributions
- c. To write the final draft after having approved writer's advisor
- d. To be examined before the Team of Thesis Examiners of Islamic Education Faculty



## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the object to study**

##### **1. Brief history of MAN 2 Marabahan**

According to administration staff, document and a headmaster of the MAN 2 Marabahan which located on Jln. Gg. Darmawan Rt 09 Pulau Sugara Alalak subdistrict Barito Kuala Regency was established in 1988. MAN 2 Marabahan is located far from road and city. Therefore the condition is very comfortable in teaching learning process.

In this study, the writer has taken research in MAN 2 Marabahan, MAN 2 Marabahan built around 1994 under the Department of Islamic Education. It has been led by 5 headmasters. Now days, the headmaster of MAN 2 Marabahan is Dra. Hj Naini Pristiana. To know more information about brief history of MAN 2 Marabahan, about teachers, and students, see Appendix.

#### **B. Data Presentation**

Here, the writer describes about the result of research on the field that collected by technique of data collection, they are written test, observation, interview, and documentary.

English learning process at MAN 2 Marabahan for the second grade students have been done three times in a week. On Monday and Wednesday for

class XI IPS2, on Wednesday and Thursday for class XI IPS1, and on Tuesday and Friday for class XI IPA, all students of the second grade have the same English teacher.

The writer did the research in September, 19<sup>th</sup> 2011 until November, 19<sup>th</sup> 2011 (two months). In September, 19<sup>th</sup> 2011 the writer gave the research letter from Department of Religious Affairs in Marabahan City to the school or head master of MAN 2 Marabahan.

On Monday, 17 of October 2011, the writer did the research by giving the written test in class IPS2, on Tuesday, 18 of October 2011 in class XI IPA, and on Wednesday, 19 of October 2011 in class XI IPS1.

To know the students' ability of listening minimal pairs of the second grade students at State Islamic Senior High School 2 Marabahan, the writer carried out a written test in checklist consist of 10 questions, completion consists of 20 questions, and multiple choice consists of 20 questions and scored 2 for every question. There are 66 students of the second grade and time provided for answering is 80 minutes. Based on the calculation, it is known that the highest score is 74 and the lowest score is 42.

The performance of the students' score of the ability of listening minimal pairs in multiple choice can be seen on appendix.

Table 4.1 the Classification of Students' Score Ability of Listening Minimal Pairs in Multiple Choice Test

No	Score	Category	Frequency
1	36 – 40	Excellent	1
2	31 – 35	Good	4
3	26 – 30	Fair	18
4	21 – 25	Low	20
5	0 – 20	Very Low	23
<b>Total</b>			<b>66</b>

Table 4.2 Percentages of Students' Score of Listening Minimal Pairs in Multiple Choice Tests

Category	Frequency	Percentage
Excellent	1	0. 60 %
Good	4	2. 42 %
Fair	18	10. 90 %
Low	20	12. 12 %
Very Low	23	13. 93 %
<b>Total</b>	<b>66</b>	<b>39. 97 %</b>

Based on the classification shows that 1 student (0. 60 % from the total subjects) classified into excellent category who got the score between 36 – 40, 4 students (2. 42 % from the total subjects) got the score between 31 – 35 are classified into good category, and 18 students (10. 90 %) from the total subjects) got score between 26 – 30 are classified into fair category, 20 students (12. 12 % from the total subjects) got score between 21 – 25 are classified into low category, also 23 students (13. 93 % from the total subjects) got score between 0 – 20 are classified into very low category. From the calculation is

gotten that the mean of students' ability of listening minimal pairs in multiple choice is 22.84 gotten from the total score of students that is 1508 and divided with the number of students that are 66. Based on this result can be said that the students' ability of listening minimal pairs in multiple choice is 22.84 and included in very low category. It means that the ability of listening minimal pairs in multiple choices at the second grade of State Islamic Senior High School 2 Marabahan academic years 2011/2012 is very low.

The performance of the students' score of the ability of listening minimal pairs in completion test can be seen on appendix.

Table 4.3 the Classification of Students' Ability of Listening Minimal Pairs in Completion Test

No	Score	Category	Frequency
1	36 – 40	Excellent	0
2	31 – 35	Good	3
3	26 – 30	Fair	15
4	21 – 25	Low	24
5	0 – 20	Very Low	24
<b>Total</b>			<b>66</b>

Table 4.4 Percentage of Students' score of Listening Minimal Pairs in Completion Test

Category	Frequency	Percentage
Excellent	0	0 %
Good	3	1.81 %
Fair	15	9.10 %
Low	24	14.54 %
Very Low	24	14.54 %
<b>Total</b>	<b>66</b>	<b>39.99 %</b>

Based on the classification shows that none of students (0 % from the total subject) classified into excellent category who got the score between 36 – 40, 3 students (1. 81 % from the total subjects) got the score between 31 – 35 are classified into good category, and 15 students (9. 10 % from the total subjects) got score between 26 – 30 are classified into fair category, 24 students (14. 54 % from the total subjects) got score between 21 – 25 are classified into low category, also 24 students (14. 54 % from the total subjects) got score between 0 – 20 are classified into very low category. From the calculation is gotten that the mean of students' ability of listening minimal pairs in completion test is 22. 78 gotten from the total score of students that is 1504 and divided with the number of students that are 66. Based on this result can be said that the students' ability of listening minimal pairs in completion test is 22. 78 and included in low category also very low category. It means that the ability of listening minimal pairs in completion test at the second grade of state Islamic senior high school 2 Marabahan academic years 2011/2012 is low and also very low.

The performance of the students' score of the ability of listening minimal pairs can be seen on appendix.

Table 4.5 the Classification of Students' Ability of Listening Minimal Pairs in Checklist Test

No	Score	Category	Frequency
1	17 – 20	Excellent	1
2	13 - 16	Good	20
3	9 - 12	Fair	33
4	5 - 8	Low	11
5	0 – 4	Very Low	1
<b>Total</b>			66

Table 4.6 Percentages of Students' Score of Listening Minimal Pairs in Checklist Test

Category	Frequency	Percentage
Excellent	1	0. 30 %
Good	20	6. 06 %
Fair	33	10 %
Low	11	3. 33 %
Very Low	1	0. 30 %
<b>Total</b>	<b>66</b>	<b>19. 99 %</b>

Based on the classification shows that 1 of student (0. 30 % from the total subject) classified into excellent category who got the score between 17 – 20. 20 students (6. 06 % from the total subjects) got the score between 13 – 16 are classified into good category, and 33 students (10 % from the total subjects) got the score between 9 – 12 are classified into fair category, 11 students (3. 33 % from the total subjects) got the score between 5 – 8 are classified into low category, also 1 student (0. 30 % from the total subject) got the score between 0 – 4 are classified into very low category. From the calculation is gotten that the mean of students' ability of listening minimal pairs in checklist test is 11. 66

gotten from the total score of students that is 770 and divided with the number of students that are 66. Based on this result can be said that the students' ability of listening minimal pairs in checklist test is 11.66 and included into fair category. It means that the ability of listening minimal pairs in checklist test at the second grade of state Islamic senior high school 2 Marabahan academic years 2011/2012 is fair.

The performance of the students' score of the ability of listening minimal pairs can be seen on appendix.

Table 4.7 the Classification of Students' Ability of Listening Minimal Pairs

No	Score	Category	Frequency
1	80 – 100	Excellent	0
2	70 - <80	Good	4
3	60 - <70	Fair	26
4	50 - <60	Low	29
5	0 - <50	Very Low	7
<b>Total</b>			<b>66</b>

Table 4.8 Percentage of Students' Score of Listening Minimal Pairs

Category	Frequency	Percentage
Excellent	0	0 %
Good	4	6.06 %
Fair	26	39.40 %
Low	29	43.93 %
Very Low	7	10.60 %
	<b>66</b>	<b>99.99 %</b>

Based on the classification shows that none of students (0% from the total subject) classified into excellent category who got the score between 80 – 100, 4 students (6.06 % from the total subjects) got the score between 70 - <80 are classified into good category, and 26 students (39.40 % from the total subjects) got score between 60 - <70 are classified into fair category, 29 students (43.93 % from the total subjects) got score between 50 - <60 are classified into low category, also 7 students (10.60 % from the total subjects) got score between 0 - <50 are classified into very low category. From the calculation is gotten that the mean of students' ability of listening minimal pairs is 57.48 gotten from the total score of students that is 3794 and divided with the number of students that are 66. Based on this result can be said that the students' ability of listening minimal pairs is 57.48 and included in low category. It means that the ability of listening minimal pairs at the second grade of state Islamic senior high school 2 Marabahan academic years 2011/2012 is low.

### **C. Data Analysis**

The data have gotten whether from written test, observation, interview and documentary are processed and presented in the table and described in data presentation. Then the data is analyzed and reported systematically based on the statements of problem that is about the students' ability of listening minimal



pairs at the second grade of state Islamic Senior High School 2 Marabahan academic year 2011/2012.

#### **a. Multiple Choice Test**

After the writer carried the written test to measure the students' ability of listening minimal pairs in multiple choice test to the second grade students, it is obtained that mean of the students' ability of listening minimal pairs in multiple choice test at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is 22. 84. It means that the students' ability of listening minimal pairs in multiple choice tests at the second grade of state Islamic senior high school 2 Marabahan academic years 2011/2012 is very low category. It can be seen on table 4. 9, it is provided that 1 student (0. 60 % from the total subject) got the score between 36 – 40 (excellent category), 4 students (2. 42 % from the total subjects) got the score between 31 – 35 (good category), and 18 students (10. 90 % from the total subjects) got the score between 26 – 30 (fair category), 20 students (12. 12 % from the total subjects) got the score between 21 – 25 (low category), and 23 students (13. 93 % from the total subjects) got the score between 0 – 20 (very low category).

From the description, it is can be known that the students' ability of listening minimal pairs in multiple choice test at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is very low category. From the classification can be seen that the most of students have

difficulties on minimal pairs, they can't differentiate the minimal pairs in their listening. They must listen many minimal pairs in many sources for increase their ability of listening minimal pairs.

#### **b. Completion Test**

After the writer carried the written test to measure the students' ability of listening minimal pairs in completion test to the second grade students, it is obtained that mean of the students' ability of listening minimal pairs in completion test at the second grade of state Islamic senior high school 2 Marabahan academic year 2011/2012 is 22.78. It means that the students' ability of listening minimal pairs in completion test at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is low and also very low category. It can be seen on table 4.12, it is provided that none of students (0 % from the total subjects) got the score between 36 – 40 (excellent category), 3 students (1.81 % from the total subjects) got the score between 31 – 35 (good category), and 15 students (9.10 % from the total subjects) got the score between 26 – 30 (fair category), 24 students (14.54 % from the total subjects) got the score between 21 – 25 (low category), and 24 students (14.54 % from the total subjects) got the score between 0 – 20 (very low category).

From the description, it can be known that the students' ability of listening minimal pairs in completion test at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is low and also

very low category. From the classification can be seen that most of students are have hard to differentiate minimal pairs test, they also have difficulties in their listening, because tests are in listening.

### **c. Checklist Test**

After the writer carried the written test to measure the students' ability on minimal pairs in checklist test to the second grade students, it is obtained that mean of the students' ability of listening minimal pairs in checklist test at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is 11. 66. It is means that the students' ability of listening minimal pairs in checklist test at the second grade of State Islamic Senior High School 2 Marabahan academic years 2011/2012 is fair category. It can be seen on table 4. 15, it is provided that 1 student (0. 30 % from the total subjects) got the score between 17 – 20 (excellent category), 20 students (6. 06 % from the total subjects) got the score between 13 – 16 (good category), and 33 students (10 % from the total subjects) got the score between 9 – 12 (fair category), 11 students (3. 33 % from the total subjects) got the score between 5 – 8 (low category), and 1 student (0. 30 % from the total subjects) got the score between 0 – 4 (very low category).

From the description, it is can be known that the students' ability of listening minimal pairs in checklist test at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is fair category.

From the classification can be seen that most of students can differentiate minimal pairs in checklist test. In checklist test, students have fair ability of listening minimal pairs.

**d. The Result of All Tests (Multiple Choice, Completion, and Checklist Test).**

After the writer carried the written test to measure the students' ability of listening minimal pairs to the second grade students, it is obtained that mean of the students' ability of listening minimal pairs at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is 57. 48. It is means that the students' ability of listening minimal pairs at the second grade of State Islamic Senior High School 2 Marabahan academic years 2011/2012 is low category. It can be seen on table 4. 18, it is provided that none of students (0% from the total subject) got the score between 80 – 100 (excellent category), 4 students (6. 06 % from the total subjects) got the score between 70 - <80 (good category), and 26 students (39. 40 % from the total subjects) got the score between 60 - <70 (fair category), 29 students (43. 93 % from the total subjects) got the score between 50 - <60 (low category), and 7 students (10. 60 % from the total subjects) got the score between 0 - <50 (very low category).

From the description, it is can be known that the students' ability of listening minimal pairs at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is low category. From the classification

can be seen that most of students have difficulties of listening minimal pairs, they can't differentiate the minimal pairs in their listening.

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Based on the research result of the second grade students of State Islamic Senior High School 2 Marabahan academic year 2011/2012 about the students' ability of listening minimal pairs, it can be concluded that are:

1. The students' ability of listening minimal pairs in multiple choice test at the second grade of state Islamic Senior High School 2 Marabahan academic year 2011/2012 is very low category, it is based on the calculation mean of students' score of listening minimal pairs in multiple choice test that is 22. 84. It is interpret as very low category. So, it can be concludes that the students' ability of listening minimal pairs in multiple choice test is very low category.
2. The students' ability of listening minimal pairs in completion test at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is low and also very low category, it is based on the calculation mean of students' score of listening minimal pairs in completion test that is 22. 78. It is interpret as low and also very low category. So, it can be concludes that the students' ability of listening minimal pairs in completion test is low and also very low category.

3. The students' ability of listening minimal pairs in checklist test at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is fair category, it is based on the calculation mean of students' score of listening minimal pairs in checklist test that is 11. 66. It is interpret as fair category. So, it can be concludes that the students' ability of listening minimal pairs in checklist test is fair category.
4. The students' ability of listening minimal pairs at the second grade of State Islamic Senior High School 2 Marabahan academic year 2011/2012 is low category; it is based on the calculation mean of students' score of listening minimal pairs that is 57. 48. It is interpret as low category. So, it can be concludes that the students' ability of listening minimal pairs is low category.

**B. Suggestions**

1. For the students of State Islamic Senior High School 2 Marabahan, especially for the second grade students should improve their ability of listening minimal pairs, so it can improve their vocabularies and pronunciation and finally they can mastery in minimal pairs and listening skills easier.
2. For English teacher it is worth to increase their teaching skills, keep on give motivations to the students to improve their ability on minimal pairs because it can improve their listening skills, also their vocabularies and their pronunciation.
3. People who involved in English instructional process, to make an effort in providing and completing the facilities for examples English book, dictionary, and the supporting English book like English grammar book, that are related to the English teaching material in the school.



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# LAMPIRAN

## APPENDIX 1

### **BRIEF HISTORY OF MAN 2 MARABAHAN**

#### **The Headmaster Who Led MAN 2 Marabahan**

<b>No</b>	<b>Name</b>	<b>Year</b>
1	Drs. Horni	1992 – 1997
2	Drs. Misran Ariyadi	1997 – 2001
3	Hj. Arman	2001 – 2004
4	Drs. M. Tahir, S. Pd	2004 – 2009
5	Dra. Hj. Naini Pristiana	2009 – Present

*Source: Documents of MAN 2 Marabahan academic years 2011/2012*

#### **1. School Facilities**

MAN 2 Marabahan has considerably good facilities for supporting the teaching and learning process and achieving its educational goals. To make the clear description of its facilities can be seen in the following table.

#### **The Facilities of MAN 2 Marabahan**

<b>No</b>	<b>Facilities</b>	<b>Amount</b>	<b>Condition</b>
1	Classroom	10	Good
2	Library	1	Good
3	IPA Laboratory	1	Good
4	Language Computer	1	Good

No	Facilities	Amount	Condition
5	Scout's Room	1	Good
6	OSIS Room	1	Good
7	UKS/PMR's Room	1	Good
8	Mushalla	1	Good
9	BK's Room Counseling	1	Good
10	Cooperation's Room	1	Good
11	Toilet	3	Good
12	Teacher's Room	1	Good
13	Headmaster's Room	1	Good
14	Pantry	1	Good

*Source: Documents and interview of MAN 2 Marabahan academic years 2011/2012*

## **2. Description of English Teachers, Administration staffs and students population**

### **a. Teachers**

At MAN 2 Marabahan has teachers from different educational backgrounds. All of them are university graduated; the description of teachers of MAN 2 Marabahan can be seen in the following table.

### The Description of Teacher at MAN 2 Marabahan

No	Name	Degree	Explanation
1	Dra. Hj. Naini Pristiana	VI / a	Headmaster/ English teacher
No	Name	Degree	Explanation
2	Syahrudin, S. Sos	III / c	Chief of Administration
3	Normiyati	II / a	Administration Staff
4	Abd. Rasyid	II / b	Administration Staff
5	Horiansyah, A. Md	IV / a	Fiqh
6	Nurul Miliyani, S. Pd	IV / a	Mathematics
7	Syaifuddin Ghozali, S. Ag, M. Ag	III / c	Islamic History
8	Nurhasanah, S. Pd	IV / a	Indonesian Language
9	Juairiyah, S. Pd	IV / a	Indonesian Language
10	Ruspita Eneyati, S. Pd	IV / a	Biology
11	Arbainah, S. Ag	IV / a	Akidah Akhlak
12	Hj. Raudah, S. PdI	III / d	Qur'an Hadist
13	Nurhikmah, M. Pd	III / b	English Language
14	Arpiah, S. Pd	III / b	History
15	Wahyuni, S. Pd	III / c	Sport Education
16	Mujiburrahman, S. Ag	III / a	Arabic
17	Mega Islamiyah	III / a	Mathematics

	Nasution, S. Pd		
18	Drs. Horni		Fiqh
19	Drs. H. Erie Sugia		Physic
20	Nala Hayati, S. PdI		Civic Education
21	Laila Kurniawaty, A. Md		English Language
22	Erfika, S. PdI		Arabic Language / Muatan Lokal
23	Sulistiawati, S. Pd		Economics
24	Rosalina Titin, S. Pd		Chemic
25	Hasnawati Erlisa, SE		Economic / Sociology
26	Arsyad, S. Pd		Geography
27	Amrulwajidi Na'imy, S. Kom		Information technique & Communication
28	Mina Widyawati P,S.Pd		Chemic

*Source: Interview and documents of MAN 2 Marabahan academic years 2011/2012*

**The Description of English Teachers Who Teach English  
at MAN 2 Marabahan Academic Year 2011/2012.**

No	Name	Class	Teaching Experience
1	Laila Kurniawati, A. Md	X	3 Years
2	Nurhikmah, M. Pd	XI, XII	10 Years
3	Dra. Hj. Naini Pristiana	X	18 Years

*Source: Interview to English teacher of MAN 2 Marabahan academic years 2011/2012*

**b. Administration Staffs**

The administration staffs of MAN 2 Marabahan are 5 persons.

For further information can be seen in the following table.

**The Administration Staffs at MAN 2 Marabahan**

No	Name	Degree	Position
1	Syahrudin, S. Sos	III / c	Chief of Administration
2	Normiyati	II / a	Administration Staff
3	Abd. Rasyid	II / b	Administration Staff
4	Nalahayati, S. PdI		Administration Staff
5	Fahriah		Administration Staff

*Source: Documents of MAN 2 Marabahan academic years 2011/2012*



c. Students Population

The students of MAN 2 Marabahan in academic year 2011/2012 are 201 persons. For further information can be seen in the following table.

**The Description of Students at MAN 2 Marabahan Academic Year 2011/2012.**

No	Class	Male	Female	Amount	Class Amount
1	X	41	54	95	5 classes
2	XI	31	34	66	3 classes
3	XII	15	25	40	2 classes
<b>Amount</b>				<b>201</b>	10 classes

*Source: documents of MAN 2 Marabahan academic years 2011/2012*

d. Description about English Teachers at MAN 2 Marabahan

There are three English teachers at MAN 2 Marabahan and from the data that writer found, the teacher have some educational background. They are Dra. Hj. Naini Pristiana teaches class X, Nurhikmah. M. Pd teaches class XI, XII and Laila Kurniawaty, A. Md teaches class X.

Dra. Hj. Naini Pristiana was born in Tapin Utara on September 22, 1964 with educational background S1 in IAIN Antasari , Tarbiyah Faculty, English Department enter to academic year 1988, she has been teaching 18 years. In 1993 she thought in Man 1 Marabahan, in 1995 until 2004 she thought in Man 2 Banjarmasin, in 2005 until 2009

she was a headmaster in MA Darul Inabah, in 2009 she is headmaster and teaches in MAN 2 Marabahan until now, and she also teaches English at class X.

While Nurhikmah was born in Banjarmasin on April 9, 1978 with educational background S1 in UNLAM faculty, English department enter to academic year 1996 and graduated in 2003, and continued her study to Universitas Negeri Malang and graduated 2011. She has been teaching 10 years. She teaches 5 classes, those are XI science, XI social 1, XI social 2, XII science, and XII social.

Laila Kurniawaty A. Md was born July 18, 1986 with educational background D3 UNLAM faculty of English for Business department, she has been teaching 3 years. She teaches 3 classes, those are XA, XB, and XC.

## APPENDIX 2

### **The Score of Students' Ability of Listening Minimal Pairs in Multiple Choice Tests**

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' Ability of Listening Minimal Pairs in Multiple Choice Test</b>
1	1	26
2	2	28
3	3	22
4	4	24
5	5	32
6	6	28
7	7	26
8	8	22
9	9	20
10	10	22
11	11	26
12	12	22
13	13	24
14	14	26
15	15	20
16	16	10
17	17	26
18	18	32
19	19	24
20	20	16
21	21	18
22	22	28
23	23	10

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' Ability of Listening Minimal Pairs in Multiple Choice Test</b>
24	24	16
25	25	18
26	26	26
27	27	36
28	28	14
29	29	24
30	30	16
31	31	26
32	32	18
33	33	28
34	34	26
35	35	24
36	36	26
37	37	20
38	38	20
39	39	24
40	40	22
41	41	26
42	42	32
43	43	24
44	44	20
45	45	26
46	46	32
47	47	22
48	48	20
49	49	20
50	50	24

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' Ability of Listening Minimal Pairs in Multiple Choice Test</b>
51	51	26
52	52	24
53	53	20
54	54	24
55	55	20
56	56	22
57	57	18
58	58	28
59	59	20
60	60	14
61	61	14
62	62	22
63	63	18
64	64	28
65	65	24
66	66	24
	<b>Total</b>	<b>1508</b>
	<b>Mean</b>	<b>22. 84</b>

### APPENDIX 3

#### **Students' Score of Ability of Listening Minimal Pairs in Completion Test**

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' Ability of Listening Minimal Pairs in Completion Test</b>
1	1	28
2	2	32
3	3	28
4	4	30
5	5	20
6	6	20
7	7	18
8	8	26
9	9	22
10	10	16
11	11	24
12	12	24
13	13	22
14	14	18
15	15	28
16	16	20
17	17	22
18	18	22
19	19	24
20	20	20
21	21	26
22	22	18
23	23	24

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' Ability of Listening Minimal Pairs in Completion Test</b>
24	24	16
25	25	20
26	26	20
27	27	26
28	28	20
29	29	24
30	30	18
31	31	28
32	32	22
33	33	20
34	34	26
35	35	30
36	36	26
37	37	22
38	38	20
39	39	22
40	40	22
41	41	22
42	42	26
43	43	26
44	44	18
45	45	22
46	46	32
47	47	22
48	48	32
49	49	20
50	50	24

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' Ability of Listening Minimal Pairs in Completion Test</b>
51	51	20
52	52	20
53	53	18
54	54	24
55	55	16
56	56	22
57	57	20
58	58	28
59	59	22
60	60	24
61	61	18
62	62	22
63	63	18
64	64	24
65	65	26
66	66	24
	<b>Total</b>	<b>1504</b>
	<b>Mean</b>	<b>22. 78</b>



#### APPENDIX 4

##### **The Students' Score of Ability of Listening Minimal Pairs in Checklist Test**

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' ability of Listening Minimal Pairs in Checklist Test</b>
1	1	14
2	2	12
3	3	16
4	4	10
5	5	18
6	6	8
7	7	14
8	8	10
9	9	12
10	10	8
11	11	12
12	12	12
13	13	12
14	14	14
15	15	10
16	16	16
17	17	8
18	18	16
19	19	14
20	20	10
21	21	14
22	22	14

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' ability of Listening Minimal Pairs in Checklist Test</b>
23	23	14
24	24	14
25	25	10
26	26	12
27	27	10
28	28	14
29	29	6
30	30	16
31	31	12
32	32	8
33	33	10
34	34	4
35	35	10
36	36	6
37	37	10
38	38	12
39	39	10
40	40	12
41	41	8
42	42	8
43	43	12
44	44	16
45	45	12
46	46	10
47	47	12
48	48	16
49	49	8

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' ability of Listening Minimal Pairs in Checklist Test</b>
50	50	10
51	51	8
52	52	12
53	53	12
54	54	8
55	55	12
56	56	14
57	57	10
58	58	12
59	59	14
60	60	16
61	61	12
62	62	12
63	63	14
64	64	14
65	65	12
66	66	12
	<b>Total</b>	<b>770</b>
	<b>Mean</b>	<b>11. 66</b>

APPENDIX 5

**Students' Score of Ability of Listening Minimal Pairs**

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' Ability of Listening Minimal Pairs</b>
1	1	68
2	2	72
3	3	66
4	4	64
5	5	70
6	6	56
7	7	50
8	8	62
9	9	54
10	10	46
11	11	60
12	12	50
13	13	56
14	14	50
15	15	58
16	16	42
17	17	58
18	18	66
19	19	56
20	20	44
21	21	56
22	22	62
23	23	46
24	24	42

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' Ability of Listening Minimal Pairs</b>
25	25	52
26	26	56
27	27	74
28	28	42
29	29	60
30	30	46
31	31	66
32	32	64
33	33	58
34	34	68
35	35	62
36	36	68
37	37	56
38	38	50
39	39	60
40	40	58
41	41	62
42	42	72
43	43	60
44	44	50
45	45	62
46	46	68
47	47	52
48	48	68
49	49	50
50	50	60
51	51	52

<b>No</b>	<b>Subject No</b>	<b>The Score of Students' Ability of Listening Minimal Pairs</b>
52	52	52
53	53	54
54	54	52
55	55	50
56	56	64
57	57	58
58	58	60
59	59	50
60	60	54
61	61	52
62	62	52
63	63	60
64	64	62
65	65	62
66	66	62
	<b>Total</b>	<b>3794</b>
	<b>Mean</b>	<b>57.48</b>

## APPENDIX 6

### **NAMA – NAMA SISWA YANG MENJADI SUBJEK PENELITIAN**

<b>NO</b>	<b>NAMA</b>	<b>NO</b>	<b>NAMA</b>
1	Helmi	37	M. Anwari
2	Herry	38	Fahrurrazi
3	Minah	39	Ahmad Jairullah
4	Mahda	40	Nurul Mustafa
5	Masniah	41	Khairil Anwar
6	Sar' an	42	M. Saipullah
7	Fitriani	43	Nazarullah Akbar
8	Sala Anggraini	44	H. Abd. Hakim
9	Murniati	45	Fahrul
10	Aliah	46	Anita
11	Jamilah	47	Mariatul Hadawiyah
12	Norlinda	48	Syarifah Aulia
13	Norhairani	49	Maulana Aksan
14	Rudianor	50	Mahfazatul Istiqamah
15	Rafianor	51	Izzaty Shofia
16	Rahmat	52	Nurul Rizki Auliana
17	Yusuf Kardawi	53	Raykhana Maulida
18	M. Zamrani	54	Norhasanah
19	Suriani	55	Ainun
20	Muhammad Zaini	56	Alamsyah
21	Sidik	57	M. Fahmi
22	Saipur Rahman	58	Syamsudin Abdi
23	Siti Asyiah	59	Permadi
24	Maimunah	60	M. Asrani
25	Dewi Raudatul Naimah	61	Sumiati
26	Nur Hikmah	62	Jumran
27	Annisa	63	Aulia Azizah
28	Nadia Inayah	64	Fitri Aulia

29	Hamdanah	65	Aziztul Munawarah
30	Aulia Rahmah	66	Hafizah
31	Rabiatul Aslamiah		
32	Nor Aliyah		
33	Ranti		
34	Zainab		
35	Fauziah		
36	Sayid Ahmad Rizal		



APPENDIX 7

**SOAL**

Name :

Class :

**Dengarkan dengan seksama kalimat di bawah ini, kemudian pilih jawaban yang benar**

Top of Form

---

1. My grandmother has broken her \_\_\_\_.  
a. heap  
b. hip
2. That student is brilliant. He is a \_\_\_\_ at mathematics.  
a. wheeze  
b. whiz
3. That student isn't very smart. He is a \_\_\_\_.  
a. tweet  
b. twit
4. These shoes don't \_\_\_\_ my \_\_\_\_.  
a. feet, fit  
b. fit, feet

5. The bathtub has a very bad \_\_\_\_.
- a. leak
  - b. lick
6. It's your turn to \_\_\_\_ the cards.
- a. deal
  - b. dill
7. New York has a lot of \_\_\_\_ and snow this winter.
- a. sleet
  - b. slit
8. Her face is as soft as a \_\_\_\_.
- a. peach
  - b. pitch
9. \_\_\_\_ Milk has fewer calories than whole milk.
- a. Scheme
  - b. Skim
10. Wipe that silly \_\_\_\_ off of your face.
- a. green
  - b. grin
11. They had a huge meal. It was a \_\_\_\_ fit for a king.
- a. feast
  - b. fist

12. The army drove the \_\_\_\_ through the jungle.

a. jeeps

b. gyps

13. I must pay my lab \_\_\_\_ before I can do an experiment.

a. fees

b. fizz

14. She cannot \_\_\_\_ that heavy box.

a. leafed

b. lift

15. It is a \_\_\_\_ to \_\_\_\_.

a. seen, still

b. sin, steal

16. I \_\_\_\_ very \_\_\_\_\_. I need to take a \_\_\_\_.

a. feel, ill, pill

b. fill, eel, peal

**Listen to each sentence below and circle the word you hear.**

1. They want to buy a (sheep/ship).
2. Those (heels/hills) are very high.
3. Did you (feel/fill) the glass?
4. Look at those (cheeks/chicks)
5. He isn't going to (leave/live)
6. Do you want (a seat/to sit)?
7. Try not to (sleep/slip)
8. Her name is (Ginny/Jenny)
9. He (spilled/spelled) the soup
10. I dropped a (pin/pen)
11. Is that the (bill/bell)?
12. This coffee tastes (bitter/better)
13. Whose (chicks/checks) are there?
14. He takes a (rest/wrest)
15. Can I have some more (pepper/paper), please?
16. Did you see her (letter/later)?
17. This (pain/pen) is terrible
18. I want to (sell/sail) the boat

19. (Test/taste) the cake and see if it's done

20. Put it in the (shed/shade)

**Listen to the following minimal pairs and circle the word you hear.**

1. Steal / still

2. Feel / peel

3. Ill / eel

4. Beat / bit

5. Weeks / wicks

6. Reach / rich

7. Beads / bids

8. Leaving / living

9. Reach / ridge

10. Peach / pitch

## APPENDIX 8

### **KEY ANSWER**

#### **Multiple Choices**

- |                 |                        |
|-----------------|------------------------|
| 1. B. Hip       | 11. A. Feast           |
| 2. B. Whiz      | 12. A. Jeeps           |
| 3. B. Twit      | 13. A. Fees            |
| 4. B. Fit, feet | 14. B. Lift            |
| 5. A. Leak      | 15. B. Sin, steal      |
| 6. A. Deal      | 16. A. Feel, ill, pill |
| 7. A. Sleet     |                        |
| 8. A. Peach     |                        |
| 9. B. Skim      |                        |
| 10. B. Grin     |                        |

## **Completion**

1. Sheep

2. Hills

3. Fill

4. Chicks

5. Leave

6. To sit

7. Sleep

8. Jenny

9. Spilled

10. Pen

11. Bill

12. Bitter

13. Chicks

14. Rest

15. Pepper

16. Letter

17. Pain

18. Sail

19. Taste

20. Shade

### **Checklist**

1. Steal
2. Peel
3. Eel
4. Beat
5. Weeks
6. Reach
7. Bid
8. Leaving
9. Ridge
10. Peach



APPENDIX 9

**TRANSLATION LIST**

<b>Page</b>	<b>Surah/ Verse</b>	<b>Translation</b>
3	An-Nahl: 78	It is He Who brought you forth from the wombs of your mothers when you knew nothing and He gave you hearing and sight and intelligence and affections: that you may give thanks to Allah

## **CURRICULUM VITAE**

Full Name : Rahimah  
Place/Birth : Kandangan, July 15<sup>th</sup> 1987  
Religion : Islam  
Nationality : Indonesia  
Marital Status : Single  
Address : Jl. Sultan Adam Gg. Hamhas Kelurahan Surgi Mufti No.  
60 Rt 26 Rw 10 Banjarmasin Kode Post 70122  
Education : a. SDN serangan 1, graduated in 2000  
b. SMP Ibnu Mas'ud Puteri, graduated in 2004  
c. MAN 2 Marabahan, graduated in 2007  
d. S1 English Department Tarbiyah Faculty IAIN Antasari  
Banjarmasin since 2007/2008  
Parents :  
a. Father's name : Rafi'e Nuriyadie  
b. Occupation : Farmer  
c. Mother's name : Hj. Halimatus Sa'diyah  
d. Occupation : Housewife  
e. Address : Ds. Baru Hulu Rt 01 Rw 01 Rk 01 Kec Sei Raya Kab.  
Hulu Sungai Selatan Kalimantan Selatan 71271

Banjarmasin, Muharram 1433 H  
December 2011 M

Writer